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AUTHOR Rice, Margaret
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ABSTRACT

Attitudes toward the education of the American Indian have undergone a complete change since the beginning of the Republic, from a desire to remove their native culture, to a desire to preserve it. This annotated, selected bibliography of government documents reflects these attitudinal changes on the part of Congress, the Bureau of Indian Affairs, and other governmental agencies from the 19th century on. Listed chronologically, entries include Congressional Hearings, Reports, miscellaneous documents, Bureau of Indian Affairs manuals, Indian Policy Review Commission's Task Force Five. (Author/MBR)

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CHANGES IN ATTITUDE TOWARD THE EDUCATION OF THE AMERICAN INDIAN AS SHOWN BY GOVERNMENT DOCUMENTS: A SELECTED AND ANNOTATED BIBLIOGRAPHY

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Margaret Rice

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Mr. Jackson

May 8, 1978

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My husband and I have been interested for many years in the St. Francis Indian Mission and School, St. Francis, S. D. One of the things that impresses us so much about the school is the evident concern and pride the Fathers feel for their Indian students, and the care they take to emphasize the students' cultural heritage. I wondered if such concern and care and pride was felt on the part of Congress and the Bureau of Indian Affairs, and if so, whether it had always existed. The answer, regrettably, is "no".

The earliest attempt at civilization of Indian children that I located was a Connecticut law passed in 1750. (H. Rp. 319 (21-1) v. 3, Serial Set #201) It contained a provision that all persons who

> ... take, or shall take, any Indian children of this or the neighboring Governments, into the care of their families, are hereby ordered to use their utmost endeavors to teach them to read English, and also to instruct them in the principles of the Christian faith, by catechizing them, together with other proper methods.

There was a 30 shilling fine for those who "... neglected their duty therein." The law was revised and re-enacted in 1808 and the provision was retained.

The education of the American Indian has been one of the continuing concerns of the Federal Government since the beginning of the Republic. In 1802 Congress appropriated $15,000 for the "civilization of the friendly tribes." In 1819 Congress appropriated $10,000 annually for the civilization of the Indians. Almost all of the fund begun in 1819 went for the building of schools and tuition of students, in conjunction with various church groups and interested citizens. Also, various sums from the trust funds of the Indian tribes went toward construction of schools and tuition

of students.

The intention of Congress in appropriating money for the civilization (or education) of the American Indian was to change him completely, to educate the "Indianness" out of him. Congress wanted the Indians to become a group of independent farmers and craftsmen such as wheelwrights and blacksmiths. But Congress did not want to spend very much money on the project.

Congress and the BIA began building government schools for Indians in the 1870's, after the treaty period ended in 1871. Congress consistently under-appropriated money for Indian education, and during the nineteenth and early twentieth centuries there were government schools for only approximately one-fourth of all the Indian children of school age in the United States. Consequently most Indian children were without schooling, because few public schools would accept Indian children and there were not enough mission schools to take up the slack.

Congress deliberately established boarding schools off the reservations, beginning with Carlisle Indian School in Pennsylvania in 1879, in order to encourage the assimilation of the Indians into the Anglo-Saxon culture. The allotment period from 1887 to the 1920's, in which there was a deliberate attempt to break up the reservations and allot each individual Indian a portion of land, was a further attempt to assimilate the Indian. And Congress continued to under-appropriate for the various Indian programs. Periodically BIA officials and others would warn Congress that if it wanted its intentions fulfilled it would have to appropriate more money. It is interesting to speculate that if Congress had appropriated enough money for

schools for all Indian children the Indian culture might have been severely crippled or even destroyed.

Beginning c1908 Congress began trying to turn over Indian schools to the states. It was not very successful because of prejudice against Indians, and because the Indian lands were not taxed, and therefore could not contribute anything to the support of local school districts.

Beginning in the late 20's a new mood swept over most Congressmen and over the President. Advocates for the Indians began to speak up and be heard. The allotment plan was perceived to be a failure -- many Indians were being swindled out of their allotments because the Indian culture was not attuned to the individual ownership of land and the government educational system had failed to the point that many Indians were totally illiterate. The Indians who managed to keep their allotments did not know what to do with them. Many leased the grazing rights to local non-Indian ranchers for very low sums of money. Charles J. Rhoads became Commissioner of Indian Affairs in the years 1929-33, and initiated a period of reform in the Bureau. John Collier was appointed Commissioner of Indian Affairs in 1933. He had long written about Indians and had testified at Congressional hearings on the Indian Question. He remained Commissioner until 1945, the longest period of service of any commissioner since 1832, when the office was officially created. Nor has anyone served so long as commissioner since 1945.

In 1934 the Indian Reorganization Act was passed, a landmark piece of legislation at the time, and the Johnson-O'Malley Act, which allows the Secretary of the Interior to contract for services for Indians with state and local agencies. The Indian Reorganization Act stopped the allotment

process officially and provided for Indian tribal councils to run the reservations under supervision -- the tentative beginning of self-determination.

The BIA has used the Johnson-O'Malley Act very heavily in contracting with public schools near reservations or other concentrations of Indian children. Unfortunately, according to the annual reports of the National Advisory Council on Indian Education (Y3.In2/10:1/date) and the Final Report to the American Indian Policy Review Commission: Task Force Five, Indian Education (Y4.In2/10:Ed8), the Johnson-O'Malley Act has generally failed. (See also Y4.In8/13:In2/26, hearings on the Indian Self-Determination and Education Assistance Act, and Y4.Ed8/1:In2/10/pt.2, oversight hearings on the Johnson-O'Malley Act.)

But still in the 30's there was a change of attitude on the part of some toward the education of the American Indian, a realization of the importance of not trying to force the Indian into a mold not of his making. There were some within the Education Division of the BIA who were not trying to make the Indian children into Anglo children. Among them were Willard W. Beatty and Ann Nolan Clark. There were otners, in Congress and in the BIA, who persisted in the old attitude.

In the 50's an apparent wave of economy hit Congress. Termination fever swept through the Capital building. The BIA was directed to make lists of those tribes which could be terminated immediately, and those which could be terminated at various yearly intervals. (To terminate a tribe means to release it and all its members completely from any sort of BIA control or care. The Menominee Reservation, for instance, was made Menominee County, Wisconsin.) There was talk of gradually reducing the BIA until it could be

eliminated entirely. There was panic among the Indian tribes, because many of them were truly not prepared (thanks to the inferior education received from the Government) to be cut loose.

In the 60's the Indians began to protest the general treatment the Indians had received from the Government, and the public as well as Congress began to get a true appreciation of the plight of the American Indian, and particularly the plight of his educational needs and opportunities. In the 70's Congress finally began to change its attitude completely, although the BIA in its inner workings still seems to be resistant to change. In 1972 Congress passed the Indian Education Act, and in 1976 it passed the Indian Self-Determination and Education Assistance Act, calling for Indian control of Indian education and Indian destiny.

SEARCH STRATEGY

I wanted my topic to cover the period from 1789 to 1978 in order to cover the full range of attitudes toward the education of the American Indian. I wanted to utilize documents in addition to those in the Serial Set so I used Poore and Ames and the Monthly Catalog (including the Cumulative Subject Index to the Monthly Catalog, 1900-1971) and ERIC. I also obtained citations from Document Catalogue, the Bibliographic Guide to Government Publications - U.S.; 1977, the Cumulative Subject Guide to U. S. Government Bibliographies 1924-1973, and the Annotated List of Selected Government Publications Available to Depository Libraries. but lacked the time to look them up. CIS Serial Set Index falls under both categories. I used some of the citations and found some duplications with Poore and later with Monthly Catalog. Perhaps if the CIS Serial Set Index had covered the 1879 to 1924 period I might have started with it and not used Poore and Ames, but I would have missed many citations in so doing.

I was faced with such a bounty of citations that I really did not have to do much strategic searching. Many, many people and organizations have written for many, many years on the education of the American Indian.

I used the basic word Indian as a subject term and followed where it led. I also looked under Education, under the Interior Department, and under the House and Senate: Committees on Indian Affairs, Committees on Interior and Insular Affairs, and (in the Monthly Catalog) Indian Affairs Committees. I also found documents under the Bureau and Office of Indian Affairs, the Carlisle Indian School, Commissioner of Indian Affairs, Five

Civilized Tribes, Superintendent of Indian Schools, and U. S. Indian Affairs Office.

I found citations in the Interior Department, and Congress, and HEW's Office of Education, as I had expected. I also found citations in the War Department (prior to 1849), the Civil Service Commission, the General Accounting Office, the General Services Administration, the President of the United States, and the Treasury Department.

Working on this paper has certainly taught me to find my way through many of the indexes to government documents. I have become rather intimately acquainted with the Serial Set and with the three keys that unlock it: the Checklist, the Document Index, and Numerical Lists and Schedules of Volumes.

BIBLIOGRAPHY

The bibliography is arranged chronologically, as the attitudes changed. I have not tried to divide it precisely, because the attitudes changed slowly and one document might express more than one attitude.

I have put several documents at the beginning, in SUDOC order, that cover the whole period or a span of many years. (I have put some Annual Reports in the body of the bibliography because of specific attitudes they express or because of specific information they contain.)

Documents I was unable to locate are marked with an asterisk. Serial Set numbers are identified with a # sign.

Clark, Ann Nolan. Journey to the People. Introduction by Annis Duff. New York: The Viking Press, 1969.

This is a collection of essays by Mrs. Clark about her experiences as a teacher in the Bureau of Indian Affairs, and also as a consultant with the Institute of Inter-American Affairs. In the book she expresses her belief in the necessity of tolerance and understanding in the teaching of Indian and Latin-American children. This is not a government document but I think it should be read by anyone interested in Indians and Indian education. Ann Clark worked for many years as a teacher in Indian schools and wrote many primary readers for Indian children about their daily lives. The books were written both in English and in the children's native languages, and were published by the BIA as government documents.

U. S. Department of the Interior. Bureau of Indian Affairs. Annual Report of the Commissioner of Indian Affairs. Washington: Government Printing Office. I 20.1: (year)

The reprints with SUDOC numbers are complete reports of the Commissioner of Indian Affairs. The Annual Reports of the Secretary of the Interior contain only portions of the Commissioners' Reports. The Annual Reports are very informative and should be read by anyone interested in studying the American Indian. Since they have been appearing since the office of the Commissioner of Indian Affairs was established, I will not try to put them in any one category. The Commissioners' Annual Reports are also indexed as House Executive Documents with Document numbers and Serial Set numbers.

* U. S. Department of the Interior. Bureau of Indian Affairs. Education Division. Suggested Books for Indian Schools. Lawrence, KS: Haskell Institute. I 20.2: F 31/2/(date)

Annotated list which includes library books, recommended textbooks, suggested books for teachers, reference material, and maps, selected with special reference to interests and activities of rural communities.

U. S. Department of the Interior. Bureau of Indian Affairs. Federal Indian Policies...from the Colonial period through the early 1970's. Washington: Government Printing Office, 1974. I 20.2: F 31/2/974

A brief, useful overview. There is a short section on education titled "The Start of Indian Education Programs." There is also a useful list titled "Important Dates in Federal-Indian Relationships." See the statement on education in the message from the Commissioner.

U. S. Department of the Interior. Bureau of Indian Affairs. A History of Indian Policy. By S. Lyman Tyler. Washington: Government Printing Office, 1973. I 20.2: H 62

This should be required reading for anyone interested in the American Indian. Dr. Tyler has written a definitive book on Indians and the Federal Government. He has quite a bit to say about Indian education. His book is evidence of a change in attitude on the part of the Government toward Indians and toward Indian education.

U. S. Department of the Interior. Bureau of Indian Affairs. The States and their Indian Citizens. By Theodore W. Taylor. Washington: Government Printing Office, 1972. I 20.2: St 2/3

An excellent overview of the relationship of Indians and the State governments. It should be on the "required reading" list of anyone interested in the American Indian.

* U. S. Department of the Interior. Bureau of Indian Affairs. Annual Report of the Superintendent of Indian Schools. Washington: Government Printing Office. I 20.7: (date)

This report was both printed separately and included in the annual reports of the Secretary of the Interior. I did not locate any of the separately printed reports but the ones I read in the Interior annual reports were very interesting.

* U. S. Department of the Interior. Bureau of Indian Affairs. Course of Study for Indian Schools. Washington: Government Printing Office. I 20.8: C 83 (/2 /3)

These would be very instructive and interesting, if located.

* U. S. Department of the Interior. Bureau of Indian Affiars. Rules for Indian School Service. Washington: Government Printing Office. I 20.8: R 86/6 (/7 /8)

These would be instructive and interesting, if located.

U. S. Department of the Interior. Bureau of Indian Affairs. Education Division. Indian Education. Phoenix, Ariz.: Phoenix Indian School Print Shop. (later - Lawrence, KS: Haskell Institute.) November, 1936- I 20.26: (nos.)

This is the fortnightly field letter of the Education Division. Its first editor was Willard W. Beatty, and it was still being published in 1966. It has very interesting articles. See I 20.2: Ed 8.

* U. S. Department of the Interior. Bureau of Indian Affairs. Indian Leader. Lawrence, KS: Haskell Indian Junior College. I 20.39: (v. nos. & nos.)

The school paper, published semi-montnly during the school year.

U. S. Department of the Interior. Bureau of Indian Affairs. Indian School Journal. Chilocco, OK: Chilocco Indian School. I 20.41: (v. nos. & nos.)

The student newspaper of the Chilocco School, published October-May, yearly. On the copy in hand, dated May 18, 1973, there is a banner headline on the second page which appears to be a standard headline in all issues, "INDIAN AND PROUD"

U. S. Department of the Interior. Bureau of Indian Affairs. Statistics Concerning Indian Education. Lawrence, KS: Haskell Press. I 20.46: (year)

Very interesting and helpful for research. They also appear as House Documents in various years under Indian Schools: Statement of Expenditures.

U. S. Department of the Interior. Bureau of Indian Affairs. Downdraft. Washington: Government Printing Office. I 20.53: (v. nos. & nos.)

Irregular publishing dates. Initiated to keep teachers and administrators in Bureau schools aware of Title I activities. Begun March 15, 1967. Title I was the Indian amendment to P. L. 89-10, the Elementary and Secondary Education Act, and was passed during the 2d Session of the 89th Congress, in 1966.

U. S. Department of the Interior. Bureau of Indian Affairs. Indian Record. Washington: Government Printing Office. I 20.55: (v. nos. & nos.)

A country-wide monthly news pamphlet published by the BIA to spread Indian news among the Indian community. It began in 1968 and is evidence of an emphasis on preserving the uniqueness of Indian culture.

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American State Papers. Class II. Documents, Legislative and Executive, of the Congress of the United States. Vol. II, Indian Affairs. # 08. 15th to 19th Cong. December 4, 1815 - March 3, 1827. Washington: Gales and Seaton, 1834.

No. 162. Communication from the Secretary of War to the House of Representatives, January 17, 1820. The House asked, by resolution, how its $10,000 annual appropriation, begun in 1819, to civilize the Indians had been spent. John C. Calhoun told Congress of his plan to allot the money to various societies or individuals who would set up and operate schools for Indians. He also reported on the progress of some of the tribes toward civilization, and particularly remarked on the progress of the Cherokee. He then gave his opinion that the Indians would not become civilized until the Government made them wards of the Government, and forced civilization upon them. This should be required reading.

American State Papers. Class II. Documents, Legislative and Executive, of the Congress of the United States. Vol. II, Indian Affairs. # 08. 15th to 19th Cong. December 4, 1815 - March 3, 1827. Washington: Gales and Seaton, 1834.

No. 180. Communication from the President of the United States to the House of Representatives, January 22, 1822. In compliance with a resolution of the House of Representatives requesting the President to "cause to be laid before this House an account of the expenditures made under the act to provide for the civilization of the Indian tribes, specifying the times when, the person to whom, and the particular purpose for which such expenditures have been made", James Monroe transmitted a report from the Secretary of War, John C. Calhoun. Calhoun referred Congress to a report made by the War Department on January 15, 1820, of progress to date, and submitted a report the the years 1820 and 1821. It consisted almost entirely of payments for school buildings and tuition. There was also a list of regulations for the erection of school buildings and payment for same. The Government would pay 2/3 of the cost. It would also be the "duty of all persons who may be employed or attached to any institution, not only to set a good example of sobriety, industry, and honesty, but, as far as practicable, to impress on the minds of the Indians the friendly and benevolent views of the Government towards them, and the advantages to them in yielding to the policy of the Government, and

co-operating with it in such measures as it may deem necessary for their civilization and happiness. A contrary course of conduct cannot fail to incur the displeasure of Government, as it is impossible that the object which it has in view can be effected, and peace be habitually preserved, if the distrust of the Indians as to its benevolent views should be excited."

American State Papers. Class II. Documents, Legislative and Executive, of the Congress of the United States. Vol. II, Indian Affairs. # 08. 15th to 19th Cong. December 4, 1815 - March 3, 1827. Washington: Gales and Seaton, 1834.

No. 182. Communication of the President of the United States to the House of Representatives, February 15, 1822. James Monroe is transmitting a report on the civilization of the Indians from John C. Calhoun, Secretary of War. Calhoun sends a list of schools established for Indians to which the Government is contributing, letters from superintendents of schools and an interested citizen, and Laws of the Cherokee Nation, passed by the Cherokee National Committee and Council. In his report Calhoun gives his opinion on the civilization of the Indians. He considers education the foundation of all other improvements.

U. S. Congress. Senate. Message on the Civilization of the Indians. President James Monroe. S. Doc. 50, 17th Cong., 1st Sess., # 59, February 23, 1822.

Transmitting information of the annual disposition which has been made of the sum of $15,000 appropriated by an act of Congress in the year 1802, to promote civilization among friendly Indian tribes; showing to what tribe that evidence of the national bounty has been extended; the names of the agents who have been entrusted with the application of the money; the several amounts by them received; and the manner in which they have severally applied it to accomplish the objects of the act. The sum of $15,000 appropriated in 1802 was not kept up with. It was believed, by Calhoun, that it was spent principally on Creeks, Cherokees, Chickasaws, and Choctaws. The Second Auditor said it was apparently interpreted as meaning to give presents, but the amounts were "...so interwoven with the expenses of holding treaties, visiting the seat of Government, and other purposes, that it would be impracticable to distinguish them apart..." The Second Auditor referred to a Treasury Department document printed in the 11th volume of Congressional Documents; statement 15, dated April 3, 1820.

American State Papers. Class II. Documents, Legislative and Executive, of the Congress of the United States. Vol. II, Indian Affairs. # 08. 15th to 19th Cong. December 4, 1815 - March 3, 1827. Washington: Gales and Seaton, 1834.

No. 231. Communication from the Secretary of War, James Barbour, to the House of Representatives, February 21, 1826.

A remarkable document, and one which ought to be read. Secretary Barbour thinks the Indians were wronged, and that they ought to be moved to lands west of the Mississippi and given lands in severalty and have the Federal Government as a protective overlord, and to have schools, but that none of this should be accomplished without the consent of the Indians. He feels that giving them land in severalty will protect their land from being taken over by non-Indians, because of the non-Indian's respect for individual ownership. He hopes that eventually they will become as civilized as the non-Indians of the United States.

U. S. Congress. House. Memorial of American Board of Foreign Missions. H. Ex. Doc. 194, 22nd Cong., 1st Sess., Vol. 5, # 220, March 24, 1832.

Memorialists ask Congress to take measures to ascertain the value of the buildings and improvements belonging to the Board on the territory of the Choctaw Indians. The American Board of Foreign Missions began erecting schools on Choctaw land in 1818, their idea being to diffuse knowledge, civilize, and Christianize, the Indians. The schools, etc., were paid for from three sources: Choctaws themselves paid $6,000 p/a from their trust funds; the United States Government paid $20,000; and the American Board of Foreign Missions paid the rest. All told, from 1818 to 1831, it came to $142,000. In 1831 the United States Government negotiated a removal treaty with the Choctaw, and took over all buildings and land, including the Mission buildings, etc. The American Board of Foreign Missions wants to get the value of their improvements back from the Government. They will use it to build more schools where the Choctaws have been relocated. The missionaries learned Choctaw, settled the orthography, and reduced the language to writing. Seven books were printed in Choctaw. They report that many children read both English and Choctaw, and some adults have learned to read in Choctaw; they had no Englisn at all.

* U. S. War Department. Office of Indian Affairs. Treaties between the United States of America and the Several Indian Tribes, from 1778 to 1837, With a Copious Table of Contents. Compiled and printed by the direction, and under the supervision, of the Commissioner of Indian Affairs. Washington: Langtree and O'Sullivan, 1837.

U. S. Congress. Senate. Message on Indian School Lands. President Martin Van Buren. S. Doc. 467, 25th Cong., 2d Sess., Vol. 5, # 318. June 1, 1838.

Transmitting information in relation to the relinquishment by the Osage and Delaware Indians of certain school lands secured to them by treaty. // The deal was initiated by the Senate, offering the Osage and Delaware $2.00 per acre, or other lands anywhere in the public lands of the United States, in trade for the school lands set aside for the Osages by treaty of June 2, 1825 (54 sections of

land), and set aside for the Delawares by supplemental treaty of September 24, 1829 (36 sections of land). The original Delaware treaty was negotiated October 3, 1818. The Osages gave up their land on March 7, 1838. The Delawares gave up their land on May 2, 1838. The Osages and Delawares took the $2.00 per acre rather than other lands. So much for schools!

* U. S. Congress. House. Letter Relating to Choctaw Academy. Secretary J. C. Spencer. May 17, 1842.

Information called for by House resolution concerning expenses of Choctaw Academy for education of Indian youth at Great Crossings, Kentucky; statement of expenditures and number educated.

U. S. Congress. House. Annual Report of the Commissioner of Indian Affairs. Commissioner T. H. Crawford. H. Doc. 2, 27th Cong., 3d Sess., Vol. 1, # 418. November 16, 1842.

Statement of number of Indians, by tribes; trust funds held; expenditures on account of Indians; reports of Indian agencies and schools; list of Indian schools, showing teachers and schools; education fund; civilization fund. // A gold mine. Of the 93 appendices, 45 have to do with schools or the civilization fund, and two pages of the report itself are devoted to schools out of a total of 12. The commissioner and all the missionaries operating the schools are very earnest in their desire to do a good job.

U. S. Congress. House. Report on Indian School Fund. Secretary William Wilkins. H. Doc 247, 28th Cong., 1st Sess., Vol. 5, # 443. April 23, 1844.

Amount of expenditures of fund from 1819; amount belonging to each tribe. // This is a yearly breakdown of the expenditures of an appropriation of $10,000 yearly authorized in 1819 for the education of Indians. The expenditures went for just that -- payments to missions and to what appear to be private school owners for the erection of buildings and for the tuition of Indian children. The expenses begin February 12, 1820, and run to March 25, 1844, and are itemized. There is a statement showing how much each missionary society was compensated for buildings, etc., abandoned when the Indians were moved to the west. There is also a list of how much each tribe has as its fund and how it has been expended, etc.

U. S. Congress. House. Report on Choctaw Academy. H. Rp. 193, 28th Cong., 2d Sess., # 468. March 3, 1845.

Information before the committee not sufficient to enable it to recommend a remedy for alleged abuses; papers submitted. // In this document read particularly the letter from Rh. M. Johnson, dated January 8, 1845, for attitude toward education of Indians in 1845. The statements presented by the head of the school and the neighbors do seem reasonable. This is a Congressional investigation as

conducted in 1845, and as such is very interesting. Col. Johnson's statement as to the purposes and aims of the school is very revealing.

* U. S. Department of the Interior. Bureau of Indian Affairs. Indian Bibliography. By H. L. Schoolcraft. October 1, 1853. Found in History of the Indian Tribes, Vol. 4, pp. 522-551.

A bibliographical catalog of books, translations of the Scriptures, and other publications in the Indian tongues of the United States.

* U. S. Congress. House. Committee on Indian Affairs. Report on Schools for Indians. H. Rp. 267, 33rd. Cong., 1st Sess., Vol. 3, # 744. March 30, 1854.

On memorial of Dr. J. Rutherford Wooster, praying that schools may be established for the education of California Indians. Adverse.

U. S. Congress. Senate. Early Labors of Missionaries of American Board of Commissioners for Foreign Missions in Oregon, Commencing in 1836. S. Ex. Doc. 37, 41st Cong., 3d Sess., # 1440. February 9, 1871. (Ordered reprinted January 15, 1903.)

A history of the missions in Oregon, as shown through letters and reminiscences. There are references to the "civilization" of the Indians.

U. S. Congress. House. Resolution for Public Lands for Education. Tennessee Legislature. H. Misc. Doc. 25, 42nd Cong., 2d Sess., Vol. 1, # 1524. January 8, 1872.

Asking Congress to grant to the State of Tennessee public lands for educational purposes. // The lands were intended for school facilities for the Pawnees. (See also H. Ex. Doc 47, (42-2) Vol. 7, # 1510, Secretary Columbus Delano's request.)

U. S. Congress. House. Letter on Education of Pawnee Indians. Secretary Columbus Delano. H. Ex. Doc. 47, 42nd Cong., 2d Sess., Vol. 7, # 1510. January 9, 1872.

Asking for an appropriation to provide school facilities for the children of the Pawnee tribe of Indians. (See also H. Misc. Doc. 25, (42-2) Vol. 1, # 1524, Tennessee Legislature request.)

U. S. Congress. Senate. Transmitting a Report from the Commissioner of Indian Affairs. Secretary Columbus Delano. S. Misc. Doc. 44, 42nd Cong., 2d Sess., Vol. 1, # 1481. January 25, 1872.

The report is in regard to placing at the disposal of the Department of the Interior the balance of an unexpended appropriation for promoting education among the Indian tribes. // Congress worded the appropriation, of $100,000, so that any Indian who received Government money from any other source, no matter how little, could not be educated with any of this appropriation. Secretary Delano asked Congress to amend the wording of the appropriation. The

attitude of the Department at the time was to educate the Indian boys, and they wanted to use the money to do that.

U. S. Congress. House. Report on School Property of the Ottawa Indians. Secretary Columbus Delano. H. Ex. Doc. 320, 42nd Cong., 2d Sess., Vol. 15, # 1520. May 28, 1872.

Transmitting a report of the Commissioner of Indian Affairs recommending legislation providing for the disposition of the school property of the Ottawa Indians in Kansas under the treaty of June 24, 1862. // The Indians moved to the Indian Territory. The lands reserved for a school were sold and the money distributed to the Indians pro rata. It was done at the request of the Indians themselves and there was no provision made for using the money obtained to provide a new school for them in Indian Territory.

* U. S. Congress. House. Letter on Superintendent of Indian Education. Secretary Columbus Delano. H. Ex. Doc. 227, 43rd Cong., 1st Sess., Vol. 16, # 1614. April 17, 1874.

Recommends an amendment to the bill providing for the appointment of a Superintendent of Education for the Indian Territory.

U. S. Congress. Senate. Memorial on Schools in the Indian Territory. Indian Delegates. S. Misc. Doc. 117, 43rd Cong., 1st Sess., Vol. 1, # 1584. June 1, 1874.

Protesting against the adoption of the amendment proposed by the Senate to the Bill (H. R. 2343) providing for the appointment of a Superintendent of Education in Indian Territory. // The amendment would have the Secretary of the Interior appoint a Superintendent of Indian Education who would be over all schools present or future of the Choctaws, Cherokees, Chickasaws, Creeks, and Seminoles of the Indian Territory, and who would be paid a salary of $2,000 plus $500 expenses yearly out of the Indians' trust funds. The protest points out that the action contemplated would be against provisions of all the treaties made with the respective tribes, and that the Superintendent's rule would be ineffectual because he would not be accepted by any of the tribes, and that he would be accountable only to the Secretary of the Interior. The letter points out incidentally that the five tribes pay for their schools out of their own funds.

Richardson, J. D., ed. Compilation of the Messages and Papers of the Presidents, 1789-1897. 10 Vols. (H. Misc. Doc. 210, 53rd Cong., 2d Sess., Pts. 1-10). Washington: Government Printing Office, 1907.

Rutherford B. Hayes. First Annual Message. December 3, 1877, Vol. 7, # 3265. President Hayes says the Indians have been jostled from place to place and that most of the wars resulted from broken

promises. We should keep our promises in order to have a good understanding with the Indians. The Congress ought to provide enough appropriations to fulfill all the promises made to the Indians. "To withold the means necessary for the performance of a promise is always false economy, and is apt to prove disastrous in its consequences. Especial care is recommended to provide for Indians settled on their reservations ... by the establishment and maintenance of schools to bring them under the control of civilized influences. I see no reason why Indians who can give satisfactory proof of having by their own labor supported their families for a number of years, and who are willing to detach themselves from their tribal relations, should not be admitted to the benefits of the homestead act and the privileges of citizenship." He recommends passage of a law to that effect.

* U. S. Department of the Interior. Bureau of Indian Affairs. Study of Indian Languages. By J. W. Powell. Washington: Department of the Interior, 1877.

Introduction to the study of Indian languages, with words, phrases, and sentences to be collected.

U. S. Congress. House. Committee on Indian Affairs. Report on Indian Training Schools. H. Rp. 29 to accompany H. R. 1735, 46th Cong., 1st Sess., Vol. 1, # 1934. June 14, 1879.

Report favorable to establishing additional industrial training schools for Indian youth. "Industrial education, as a means of civilizing and elevating the savage, has ceased to be experimental. The effort in this direction recently undertaken, and now in successful progress at the Industrial and Normal Institute at Hampton (Va.), furnishes a striking proof of the natural aptitude and capacity of the rudest savages of the plains for mechanical, scientific, industrial, and moral education, when removed from parental and tribal surroundings and influences."

U. S. Congress. House. Committee on Indian Affairs. Report on Industrial Training Schools for Indians. H. Rp. 752 to accompany H. R. 1735, 46th Cong., 2d Sess., Vol. 3, # 1936. April 6, 1880.

The report is favorable to House Bill 1735, which would increase educational privileges and establish additional industrial training schools for the benefit of youth belonging to such nomadic Indian tribes as have educational treaty claims on the United States. Refers to report made June 14, 1879. (H. Rp. 29 (46-1) V. 1, #1934) // This is another report which clearly shows the attitudes of 1880. This describes the beginning of the Carlisle Indian School in Pennsylvania, in an abandoned Army barracks with an Army Captain as Superintendent.

Richardson, J. D., ed. Compilation of the Messages and Papers of the Presidents, 1789-1897. 10 Vols. (53rd Cong., 2d Sess., House Misc. Doc. 210, Pts. 1-10). Washington: Government Printing Office, 1907.

Rutherford B. Hayes. Fourth Annual Message. December 6, 1880. Vol. 7, # 3265[7]. President Hayes recommends more schools for Indians. He says that so far Hampton, Carlisle, and Forest Grove have been good but Congress needs to appropriate more funds. Up to now the funds have come from the permanent civilization fund but it is so depleted the schools will have to depend on specific appropriations from Congress. Hayes hopes Congress "...will not permit institutions so fruitful of good results to perish for want of means for their support. On the contrary an increase of the number of such schools appears to me highly desirable."

U. S. Department of the Interior. Bureau of Indian Affairs. Annual Report of the Board of Indian Commissioners. (H. Ex. Doc. 79, 47th Cong., 1st Sess., V. 19, # 2027.) 1881.

"The policy adopted of teaching only English in the government schools is eminently wise ... 'We cannot afford,' it has been said, 'to raise any more Indians in this country'."

Richardson, J. D., ed. Compilation of the Messages and Papers of the Presidents, 1789-1897. 10 Vols. (53rd Cong., 2d Sess., House Misc. Doc. 210, Pts. 1-10). Washington: Government Printing Office, 1907.

Chester A. Arthur. First Annual Message. December 6, 1881. Vol. 8, # 3265[8]. President Arthur's message about the Indian problem is the embodiment of the national attitude toward the Indian and his education in the 19th century, and should be read by anyone interested in Indian education. "Third, I advise a liberal appropriation for the support of Indian schools, because of my confident belief that such a course is consistent with the wisest economy ... The success of the schools ... at Hampton, Carlisle, and Forest Grove should ... prompt the establishment of others of similar character. They are doubtless much more potent for good than the day schools upon the reservation, as the pupils are altogether separated from the surroundings of savage life and brought into constant contact with civilization."

U. S. Congress. House. Committee on Indian Affairs. Training Schools For Indian Youth. H. Rp. 446, 47th Cong., 1st Sess., Vol. 2, # 2066. February 16, 1882.

"The result of these experiments (at Hampton, Carlisle, and Forest Grove) demonstrate that this method of massing the Indian youth, male and female, at the training schools is the true way to advance civilization and education among the Indian tribes." The report quotes Governor Pound's report of June 14, 1879, who quotes the Commissioner of Indian Affairs, who says that the government policy of not providing schooling for all Indian children not only violates treaties but is very short-sighted.

U. S. Congress. Senate. Letter from the Secretary of the Interior Concerning Education of Indian Children and Reporting Expenditures For the Same. S. Exec. Doc. 113, 47th Cong., 1st Sess., Vol. 5, # 1990. February 17, 1882.

The Secretary says that there are too few schools, that the Government is being short-sighted in not providing enough schools for all the Indian children. The attitude is again expressed that the best way to educate the Indian is to remove him or her from family and tribal culture. "But so long as the American people now demand that Indians shall become white men within one generation, the Indian child must have other opportunities and come under other influences than reservations can offer."

U. S. Department of the Interior. Bureau of Indian Affairs. Annual Report of the Board of Indian Commissioners. (H. Ex. Doc. 77, 47th Cong., 2d Sess., Vol. 21, # 2110.) 1882.

Appendix C is a report by E. Whittlesey on the Indian Territory. He mentions Carlisle, Cherokee, Choctaw and Chickasaw, Chilocco, Nez Perce, Pawnee and Otoe, Shawnee, and Sac and Fox schools in his report. Mr. Whittlesey says, "The industrial Indian school is no longer an experiment. It is a proved success. One hundred such schools as this, planted in all the states and territories, would in a few years supplant the indolent dependent tribes with an intelligent, self-supporting people."

U. S. Congress. Senate. Indian Industrial Schools at Carlisle, Pa., Forest Grove, Or., and Hampton, Va.; Notes on Industrial Education in the United States. S. Ex. Doc. 25, 47th Cong., 2d Sess., Vol. 2, # 2075.

These reports are part of a report by the Secretary of the Interior on "Industrial Education in the United States." The report is a 307-page letter from the Secretary to the Senate in response to Senate resolution of December 15, 1882, requesting information relating to industrial education in the United States.

U. S. Congress. House. Annual Report of the Commissioner of Indian Affairs. H. Ex. Doc. 1, 48th Cong., 1st Sess., Vol. 11, Pt. 5, Vol. 2, # 2191. October 10, 1883.

There is still the emphasis on manual and agricultural training, still the emphasis on removing the Indian culture from the Indian children. Another theme that is repeated is the admonition to Congress that it is making a mistake by limiting the amount of funds for Indian education; that it is a short-term gain that will result in a long-term loss. There is also the emphasis on the value of work.

U. S. Congress. House. Committee on Indian Affairs. Indian School at Yuma, Arizona. H. Rp. 1731, 48th Cong., 1st Sess., V. 6, # 2258. June 4, 1884.

The Committee recommends the passage of a bill to establish a

school for the Yuma Indians, a small band of migrant Indians in southern Arizona. A small school in a private building was opened as an experiment and it quickly became overcrowded.

U. S. Department of the Interior. Bureau of Indian Affairs. Annual Report of the Board of Indian Commissioners. (H. Ex. Doc. 109, 49th Cong., 1st Sess., V. 30, # 2398. 1885.

See the essay "Land and Law as Agents in Educating Indians' by M. E. Gates, president of Rutgers College and an Indian Commissioner, on p. 13-35. See, in it, Captain Pratt's quote on p. 25. (Captain Pratt is the Superintendent of Carlisle Indian School.) Again the emphasis is on removing the Indian culture from the Indian.

U. S. Congress. House. Appropriation for Indians. H. Misc. Doc. 48, 49th Cong., 1st Sess., Vol. 10, # 2415. March 5, 1885.

A resolution passed by the Maine State Legislature asking Congress to make good on their treaty promises concerning Indian education (for manual labor schools); that Congress establish a permanent trust fund for Indian education; that Indians be allotted individual parcels of land and citizenship upon their request; that Indians be put under state and federal law; "That the civilization of Indians may be hastened by providing for and rewarding their civilized industries;" and that the salaries of Indian agents be raised sufficiently to attract good men of "large capacity and business experience" and to retain them.

U. S. Congress. Senate. Indian Industrial School, Salem Oregon. S. Ex. Doc. 106, 49th Cong., 1st Sess., Vol. 7, # 2340. March 18, 1886.

This is a very peculiar set of documents to modern readers. The school at Salem, Oregon, needed more land. The farm next to the school was for sale for $1,500.00. The deal worked out between the Superintendent and the farm owners was that the pupils at the school would pick hops or do other agricultural work for the two owners of the farm for two years, and thus pay off the $1,500.00, thus avoiding a cash outlay by Congress. // See H. Rp. 3534 (49-2) V. 1 # 2500. The House Committee on Indian Affairs approved the purchase. "The Indians are said to be good hands at picking hops. They are also said to be desirous of earning the money in the way indicated to pay for these additional lands which are needed to enlarge their industrial farm."

U. S. Congress. Senate. Letter of the Secretary of the Interior Relative to Improvement of the Indian Industrial School at Carlisle, Pa. S. Ex. Doc. 192, 49th Cong., 1st Sess., Vol. 8, # 2341. January 28, 1886.

The Superintendent of the school wants $37,500.00 to buy a farm, build a dormitory, and build a barn. The labor will be entirely student labor. The emphasis continues on manual and agricultural education.

U. S. Congress. Senate. Indian Education and Civilization. S. Ex. Doc. 95, 48th Cong., 2d Sess., Vol. 2, Pt. 2, # 2264. July 16, 1887.

This is a special report on Indian Education, 1888, by the Bureau of Education. It is a historical resume of relations of Indians to American colonists, and the origin and progress of the Indian policy of the Government. It was prepared in response to a Senate resolution of February 23, 1885. This entire volume is devoted to Indian education and civilization and is invaluable.

U. S. Congress. House. Annual Report of the Commissioner of Indian Affairs. H. Ex. Doc. 1, 50th Cong., 1st Sess., Vol. 11, Pt. 5, Vol. 2, # 2542. Septepber 21, 1887.

See the sections headed "Education" and "The English Language in Indian Schools," p. 12-23. They are very interesting. Again the theme is repeated of blotting out the Indian heritage in the Indian. During this period the Federal Government maintained contracts with private schools, mainly religious, for the education of many of the Indian children. In 1886 the Government spent $170. p/a per pupil in a Government boarding school, and $130. p/a per pupil in a contract boarding school.

U. S. Congress. House. Instruction of Indians. H. Misc. Doc. 281, 50th Cong., 1st Sess., Vol. 6, # 2570. February 27, 1888.

Resolution requesting the Secretary of the Interior to inform the House of Representatives in relation to a certain order alleged to have been made by the Commissioner of Indian Affairs. // "Whereas it is alleged that the Commissioner of Indian Affairs has promulgated an order forbidding the missionaries of various denominations from teaching the Indians in the schools supported or partly supported by the Government of the United States the Sacred Scriptures in the native language of the Indians; and Whereas complaint is made that such order seriously affects the progress and effectiveness of the work of the missionaries and teachers in such schools; Therefore be it Resolved, That the Secretary of the Interior be requested to inform the House if any such order exists; and, if so, the reasons therefor, and under what authority of law such order was issued."

U. S. Congress. House. Committee on Indian Affairs. Carson City Indian School. H. Rp. 1195, 50th Cong., 1st Sess., Vol. 4, # 2601. March 17, 1888.

The Committee recommends establishment of another Indian industrial training school. For this one the State of Nevada was willing to donate a 160-acre farm and $10,000.00 for a building. It is noted in one of the letters that at that date there were only one boarding school and one day school for Indians in the entire State of Nevada.

U. S. Congress. House. Annual Report of the Commissioner of Indian Affairs. H. Ex. Doc. 1, 50th Cong., 2d Sess., Vol. 11, Pt. 5, Vol. 2, # 2637. December 3, 1888.

There is the emphasis on manual, agricultural, industrial training for boys, and housekeeping training for girls, to remove their Indian culture from them. Again there is the complaint of the stinginess of Congress, and of the Comptroller General in his interpretations of Congressional appropriations - there is never enough money.

U. S. Congress. House. Indian Industrial School, Lawrence, Kansas. H. Ex. Doc. 32, 50th Cong., 2d Sess., Vol. 25, # 2651. December 13, 1888.

These letters explain that with the addition of a chapel seating 1,000 and a gymnasium, plus converting the old chapel into school rooms, the school could accommodate 700 to 800 pupils. The ratio of teachers to pupils was ridiculous -- eight teachers for 700 to 800 pupils.

U. S. Congress. Senate. Indian Industrial School, Flandreau, S. Dakota. S. Misc. Doc. 172, 51st Cong., 1st Sess., Vol. 4, # 2700. February 6, 1890.

The Indians at Flandreau, S. Dakota, petitioned for a school, and the Episcopal Missionary Bishop, W. H. Hare, recommended it. The Commissioner of Indian Affairs recommended it, one of his observations being that "It will therefore be a good location for an industrial school, inasmuch as it will be in the same climate as the Sioux Reservation, and at no great distance therefrom, but far enough away to escape the demoralizing influences of the example of the older Indians on the reservation."

U. S. Congress. Senate. Committee on Indian Affairs. Indian Industrial School, Flandreau, S. Dakota. S. Rp. 1407, 51st Cong., 1st Sess., Vol. 8, # 2710. June 24, 1890.

The Committee recommended establishment of an industrial school at Flandreau. The report said that at that time there were over 25,000 Sioux in S. Dakota, with 6,000 school-age children. There was only one other Indian industrial school in S. Dakota, with a capacity of 150 pupils. The report said that "Greater school facilities for the Indians of Dakota seem to be an imperative necessity." The report cited as an advantage the fact that the school would be located in a community of American farmers.

U. S. Congress. House. Indians Taxed and Not Taxed: Eleventh Census Report. H. Misc. Doc. 340, 52nd Cong., 1st Sess., Vol. 50, Pt. 6, # 3013.

This is an absolute gold mine. It is an entire volume of reports and statistics on Indians in 1890. There are statistics on schools on p. 85-89. There are also school statistics and school reports in the

part called "Condition of Indians Taxed and Indians not Taxed" and divided by State or Territory. The volume has many photographs and paintings, many colored, and beautiful maps. // See also H. Misc. Doc. 340 (52-1) Vol. 50, Pt. 4, Pt. III, # 3011, p. 1113-1132.

U. S. Congress. House. Estimates and Supplements for Indian Schools. H. Ex. Doc. 334, 51st Cong., 1st Sess., Vol. 35, # 2750. April 15, 1890.

This is a letter from Commissioner of Indian Affairs T. J. Morgan. He says the Indian Bureau really needs $519,000.00 for the construction and repair of Indian schools on reservations, but he is asking only $100,000.00, "...less than one-fifth of the amount actually needed to push the educational work among the tribes with that vigor which I suggested to you in my supplemental annual report."

U. S. Congress. House. Committee on Indian Affairs. Indian Industrial Schools. H. Rp. 2711, 51st Cong., 1st Sess., Vol. 8, # 2814. July 14, 1890.

This report accompanies H. R. 1391, which asked for $475,000.00 for the establishment of Indian industrial schools. This report says that all of the schools are needed and could be profitably used, but "...the Committee to whom they were referred, recognizing the necessity of economy in this as well as other branches of the public service, have recommended the establishing of but five of these schools, at a cost aggregating $150,000.00, which are to be located so as to accommodate the greatest number of Indian youths of school age." These schools, it is estimated, would provide for about one-fourth of the children unprovided with schooling of any kind "...and is in harmony with the plan of gradually providing for the education of these people." "Education, industrial training, and allotment of lands in severalty, it is believed, will solve the Indian problem. This bill is in line with that policy."

U. S. Congress. Senate. Committee on Indian Affairs. Indian Industrial Schools. S. Rp. 260 to accompany S. 697, 52nd Cong., 1st Sess., Vol. 2, # 2912. February 18, 1892.

This report recommends provision for buildings at schools at Chamberlain and Rapid City, S. Dakota, and starts with a note concerning the urgent necessity of the legislation -- "There are 1,400 Indian children in South Dakota residing upon reservations for which no school facilities have been furnished, yet these Indians by act of Congress will soon become citizens of the United States and voters in the State of South Dakota. For this reason Congress owes it to the people of South Dakota to provide means for educating every Indian child."

U. S. Congress. Senate, Indian Military Schools. S. Misc. Doc. 83, 52nd Cong., 1st Sess., Vol. 2, # 2904. February 29, 1892.

"Resolved by the Senate, That the Committee on Military Affairs

be instructed to inquire and consider whether a wise policy in the civilization of the Indian requires the establishment of a school west of the Mississippi River, based on the principles of the military enlistment, instruction, and discipline of Indian youths and young men, with a view to qualifying them for service in the Army of the United States, and that said Committee have leave to report by bill or otherwise."

U. S. Congress. Senate. Education in Alaska. S. Doc. 137, 55th Cong., 2d Sess., Vol. 10, # 3599. February 15, 1898.
The Senate asked in a resolution for all possible statistics on education in Alaska, and the Commissioner of Indian Affairs gave the Senate a report and the statistics in 184 pages. The emphasis is on "civilizing" the Alaskan natives.

U. S. Congress. House. Rifles for Use of Indian Schools. H. Doc. 254, 56th Cong., 1st Sess., Vol. 77, # 3974. January 8, 1900.
Worn out Army rifles are to be transferred to Indian schools for practicing the manual of arms. Elihu Root, Secretary of War, is in favor of it, as is the Commissioner of Indian Affairs.

U. S. Congress. Senate. Committee on Indian Affairs. Indian Agricultural School, Wahpeton, N. Dakota. S. Rp. 143, to accompany S. 197, 58th Cong., 2d Sess., Vol. 1, # 4570. December 17, 1903.
This report favors the establishment of an Indian agricultural school at or near Wahpeton, N. Dakota. It is very expressive of attitudes -- "It may be laid down as a rule that the most advanced Indian is scarcely equal to the least enlightened white man in lines of trade, business, commerce, or profession." "This statement foreshadows the proposition that the life occupation of the Indian should be that in which there is least violent competition, and that which is most in harmony with his natural habits and traits of character."

* U. S. Congress. Senate. Indian Schools. S. Doc. 170, 58th Cong., 3d Sess., Vol. 4, # 4766. February 21, 1905.
Protests by Sioux tribe of Indians and others remonstrating against use of trust fund of Indians for sectarian school purposes.

U. S. Congress. House. Use of Indian Funds for Sectarian Schools. H. Doc. 374, 58th Cong., 3d Sess., Vol. 53, # 4832. February 28, 1905.
Response to inquiry as to use of Indian funds for support of sectarian schools. // This inquiry is about money appropriated by Congress.The report covers some of the same schools covered by H. Doc. 249 (58-3) Vol. 53 # 4832. See also H. Rp. 4826 (58-3) Vol. B (between #4762 and #4763).

U. S. Congress. House. Heating System, Carlisle Indian School. H. Doc. 1278, 60th Cong., 2d Sess., Vol. 149, # 5559. January 5, 1909.
This document is an estimate of appropriation for improvement of the heating system and replacement of worn-out parts. Part of

the work to be done by the pupils. I quote an interesting line in the document: 'It seems that the proposed improvement is a necessity, and not a mere increase of facilities or comforts. I therefore recommend..."

U. S. Congress. House. Sac and Fox Reservation, Iowa. H. Doc. 1302, 60th Cong., 2d Sess., Vol. 147, # 5557. January 9, 1909.

Draft of proposed legislation relating to Indian boarding school for reservation. // This amendment would allow the forced removal of Sac and Fox children from their reservation to the Sac and Fox Indian Boarding School at Toledo, Iowa, about five miles from the reservation. "It would seem that the educational work among the Indians of this reservation is of such importance that the removal of children from the Sac and Fox Reservation in Iowa to the school at Toledo should not be subject to its provision." The amendment is to amend a law forbidding forced removal of children to schools outside the state or territory where their reservations are.

* U. S. Department of the Interior. Bureau of Indian Affairs. General Regulations for Religious Worship and Instruction of Pupils in Government Indian Schools. Washington: Government Printing Office, 1910.

U. S. Congress. Senate. Estimate of Appropriation for Support and education of 200 Indian Pupils at Indian School, Fort Lewis, Colorado. S. Doc. 780, 61st Cong., 3d Sess., Vol. 86, # 5944. January 23, 1911.

The school was offered to Colorado but Colorado did not accept it by the deadline, and in the meantime coal was discovered under the school lands, worth about $1,300.00. It was then discovered that the Fort Lewis school would be a valuable part of the Indian boarding school system after all. The Navajos were close enough to attend easily and they had very few schools.

* U. S. Department of the Interior. Bureau of Indian Affairs. Outline Lessons in Housekeeping, Including Cooking, Laundering, Dairying, and Nursing, for Use in Indian Schools. Washington: Government Printing Office, 1911.

* U. S. Department of the Interior. Bureau of Indian Affairs. Religious Garb in Indian Schools. Washington: Government Printing Office, 1912.

Letter of Secretary of the Interior to the Commissioner of Indian Affairs, August 24, 1912.

U. S. Congress. House. Maintenance of Indian Schools. H. Rp. 1096 to accompany S. 6748, 64th Cong., 1st Sess., Vol. 3, # 6905. August 8, 1916.

Providing that Indian schools may be maintained without restriction as to annual rate of expenditure per pupil [so long as per capita

cost at any one school does not exceed $200.00.] // S. Rp. 765 (64-1) Vol. 3, # 6899 is the same except for the amendment (in brackets) added by the House. The House still wants to be pinchpenny about Indian schools. S. 6748, as amended by the House, was enacted as P. L. 264, 64th Cong.

U. S. Congress. House. Additional Land and Indian Schools in Mississippi. H. Doc. 1464, 64th Cong., 2d Sess., Vol. 114, # 7240. December 7, 1916.

Report of John T. Reeves, Special Supervisor, Indian Service, on need of additional land and school facilities for Indians living in Mississippi. He found almost a thousand Indians in five counties in Mississippi, with approximately 520 of them of school age, but only 94 enrolled in six small schools, 3 of which were in Neshoba County. The people were mostly destitute. The children were not allowed to attend the white schools and racial prejudice kept them from attending the black schools.

U. S. Congress. Senate. School Facilities on Sioux Indian Reservations. S. Doc. 670, 64th Cong., 2d Sess., Vol. 12, # 7125. January 9, 1917.

Report as to probable cost of providing adequate school facilities for children of Sioux tribes on various Sioux Indian Reservations. The report also analyzes the existing educational facilities. It again emphasizes the belief on the part of the Secretary of the Interior and the BIA that the Indian needs an industrial and agricultural education. It has a definitely patronizing air.

* U. S. President of the United States. Executive Order Amending Civil Service Rules. No. 2767. Washington: Government Printing Office, 1917.

Executive order amending Civil Service rules relative to the Department of the Interior so as to add to list of classified positions which may be filled upon noncompetitive examinations disciplinarians in Indian Schools, subject to such evidence of qualifications as Civil Service Commission may prescribe after consultation with Commissioner of Indian Affairs. December 5, 1917.

U. S. Congress. Senate. Committee on Indian Affairs. Osage Indian School Continuance for Thirteen Years. S. Rp. 187 to accompany S. 3223, 65th Cong., 2d Sess., Vol. 1, # 7304. 1917.

Legislation to continue the Osage Indian School in Oklahoma for 13 years beyond January 1, 1918, and provide a limitation of $300 p/a per pupil. The full-blooded children feel ostracized in the public schools, and the public school officials feel the Osage children are inferior. The Committee on Indian Affairs amended the bill to say, "...and shall include systematic vocational instruction." // The written expressions of the attitude "get the Indianness out of the Indians" are no longer showing up in the Congressional documents, but the documents are definitely patronizing.

U. S. Congress. House. Committee on Indian Affairs. Mescalero Apache Reservation. H. Rp. 833 to accompany H. R. 6294, 67th Cong., 2d Sess., Vol. 2, # 7956. 1922.

Resolution to promote civilization and self-support among Indians on the Mescalero Apache Reservation. // This report is well worth reading as an example of the attitude of the Congress toward the Indians in 1922. The attitude was that Congress knew better what the Indians needed than the Indians did. Congress wanted to help the Indians, but only if the Indians would do as Congress said. The report mentioned widespread trachoma and tuberculosis among the Mescalero Apaches, but gave no indication of any attempt to alleviate the problems.

U. S. Congress. House. Committee on Indian Affairs. Land Patents to Missionary or Religious Organizations. H. Rp. 591 to accompany S. 2211, 67th Cong., 2d Sess., Vol. 1, # 7955. January 20, 1922.

This is a report of a hearing on Senate bill 2211, which would give land patents on reservations to missionary or religious organizations for so long as the lands are used for religious or school purposes. If the organizations cease using the land for those functions the land would revert to the Indians.

U. S. Congress. Senate. Committee on Indian Affairs. Per Capita Cost of Indian Schools. S. Rp. 903 to accompany S. 4014, 68th Cong., 2d Sess., Vol. 1, # 8388. January 22, 1925.

S. 4014 would amend the act of June 30, 1919, relative to per capita cost of Indian schools. // The yearly per capita limit was $225.00, set in 1919. Salaries have gone up about 20% and that is the increase the Secretary of the Interior is asking for. Congress and the BIA are still trying to get by on as little as possible. See also H. Rp. 1319 (68-2) Vol. 1, # 8390; H. Rp. 1393 (68-2) Vol. 2, # 8391. S. 4014 was enacted as P. L. 436, 68th Cong.

U. S. Congress. House. Committee on Naval Affairs. To Authorize Transfer of Surplus Books From Navy Department to Department of the Interior. H. Rp. 1494 to accompany S. 350, 68th Cong., 2d Session, Vol. 2, # 8391. February 14, 1925.

The Navy has surplus books; neither the Library of Congress nor the Free Public Library of the District of Columbia wants them, so the Indian Schools are a welcome outlet. But do the Indian schools really need old Navy books? // See also S. Rp. 322 (69-1) Vol. 1 # 8524 and H. Rp. 1416 (69-1) Vol. 4 # 8534.

U. S. Congress. Senate. Committee on Indian Affairs. To Authorize Leasing For Mining Purposes of Land Reserved For Indian Agency and School Purposes. S. Rp. 495 to accompany H. R. 7752, 69th Cong., 1st Sess., Vol. 2, # 8525. March 29, 1926.

The money received from such leases would be applied for education purposes. Leases for oil and gas on land in Oklahoma prompted

the legislation. // See also H. Rp. 140 (69-1) Vol. 1 # 8531 for the House report on this measure. H. R. 7752 was enacted as P. L. 133, 69th Cong. (Public act 76-137)

U. S. Congress. Senate. Committee on Indian Affairs. Hospital at Fort Bidwell Indian School, California. S. Rp. 522 to accompany H. R. 8542, 70th Cong., 1st Sess., Vol. 2, # 8830. March 10, 1928.

The hospital is needed in order to check the trachoma and tuberculosis prevalent there. There is no other hospital closer than 40 miles away. The hospital would be useful not only for the pupils but the Indians of the agency also. They have no tribal fund and no reservation, and are in needy circumstances.

U. S. Congress. House. Committee on Indian Affairs. Repeal provision of Act Limiting Annual Per Capita Cost in Indian Schools. H. Rp. to accompany H. R. 17079, 70th Cong., 2d Sess., Vol. 2, # 8980. February 14, 1929.

According to the Secretary of the Interior, the schools have been doing a far less than adequate job of educating Indian children on $285.00 p/a per pupil. Some schools are finally offering classes through the 12th grade, and high school classes are more expensive. Also more Indian pupils have desired to stay in school through high school. The letter says, "...(the Bureau) does desire to operate its schools upon a sufficiently high standard to be creditable to the Federal Government and to serve to the fullest extent reasonably possible the educational needs of Indian children." // See also S. Rp. 2018 (70-2) Vol. 1 # 8977 for Senate report on this matter. H. R. 17079 was enacted as P. L. 1002, 70th Cong.

U. S. Congress. Senate. Improvement of Conditions on Indian Reservations in Arizona. S. Doc. 16, 71st Cong., 1st Sess., Vol. 8, # 9125. 1929.

Letters containing recommendations submitted by various committees of citizens for improvement of conditions on Indian reservations and at Indian schools in Arizona. Very thorough and interesting.

U. S. Congress. Senate. Committee on Indian Affairs. Increased Allowance for Food and Clothing for Children at Indian Schools. Hearing, 71st Cong., 2d Sess., February 27, 1930. Washington: Government Printing Office, 1930. Y 4.In 2/2: F 73

This is fascinating reading. The bureaucratic language was the same in 1930 as it is today. It is shocking to realize that what they are juggling is a minimum subsistence diet for children. The Congressional Committee members do seem to realize the importance of the situation but the BIA member Mr. Scattergood -- who is so good at mathematics -- seems to have had his sensibilities blunted to the realization that he is dealing with childrens' hunger.

U. S. Congress. Senate. Committee on Indian Affairs. To Grant to Indians Living Under Federal Tutelage Freedom to Organize for Purposes of Local Self-Government and Economic Enterprise. Hearings on S. 2755 and S. 3645, bill to grant to Indians living under Federal tutelage freedom to organize for purposes of local self-government and economic enterprise, to provide for necessary training of Indians in administrative and economic affairs, to conserve and develop Indian lands, and to promote more effective administration of justice in matters affecting Indian tribes and communities by establishing Federal Court of Indian Affairs. 73rd Cong., 2d Sess. February 27, 1934. Washington: Government Printing Office, 1934.

Y 4.In 2/2: In 2/4

This is the Indian Reorganization Act (IRA), and very important in understanding the problems of the Indian, and the non-Indian attitudes toward Indians. See John Collier's statement beginning on page 30. See Title II -- Special Education for Indians. // See also Y 4.In 2/2: In 2/4/pt. 2, additional hearings on S. 2755 and S. 3645, held April 26 - May 17, 1934, and published by the Government Printing Office in 1934. In this volume, see Oliver LaFarge's testimony beginning on page 173, and the questions and comments of Senator Burton K. Wheeler, the Committee Chairman.

U. S. Congress. Senate. Committee on Indian Affairs. Contracts with States for Education and Relief of Indians. S. Rp. 511 to accompany S. 2571, 73rd Cong., 2d Sess., Vol. 1, # 9769. March 20, 1934.

S. 2571 authorizes the Secretary of the Interior to arrange with States for education, medical attention, agricultural assistance, relief of distress, and social welfare, of Indians. The Committee issued a favorable report. This is the Johnson-O'Malley Act. This report includes letters from the Secretary of the Interior and the Commissioner of Indian Affairs recommending passage of the bill. They make interesting reading. There is concern for the Indians but there is also the theme of saving money.

U. S. Congress. Senate. Committee on Indian Affairs. To Provide for Cooperation with the School Board at Queets, Washington. S. Rp. 416 to accompany S. 236, 73rd Cong., 2d Sess., Vol. 1, # 9769. February 28, 1934.

S. 236 would provide funds for cooperation with the school board at Queets, Washington, in construction of a public school building to be available to Indian children of Queets and of Jefferson County, Washington. // The Federal Government and the public school board would divide the cost of a new school 50-50. It is sorely needed. The cost is $10,000.00 to each party. The Secretary of the Interior agrees it is sorely needed but says because of the financial situation he cannot recommend it at this time. The Committee reports favorably on it anyway, upon assurances the Indian children would not be segregated.

* U. S. Department of the Interior. Bureau of Indian Affairs. Education Division. Who Wants to be a Prairie Dog? By Ann Clark. Ed. by Willard W. Beatty. Ill. by Van Tsihnahjinnie. Linguistics by Robert W. Young and John P. Harrington. (Indian Life Readers, Navajo Series No. 5) English and Navajo. Phoenix, Arizona: Phoenix Indian School Printing Dept., 1940. I 20.33: P 88

For other Indian Life Readers, a great many of which were written by Ann Clark, see SUDOC no. I 20.33: (ltrs.) (nos.)

* U. S. Department of the Interior. Bureau of Indian Affairs. Education Division. Ferdinand and Victory and Other Stories. By the children at Jones Academy, Oklahoma. Lawrence, Kansas: Haskell Institute Printing Dept., 1944. I 20.36: F 37

U. S. Congress. Senate. Committee on Indian Affairs. Navajo Indian Education. Hearing, 79th Cong., 2d Sess., on S. J. Resolution 79, establishing a joint congressional committee to make a study of claims of Indian tribes against the U. S. and to investigate administration of Indian affairs. May 14, 1946. Washington: Government Printing Office, 1946. Y 4.In 2/2: N 22/2

A description of affairs on the Navajo Reservation in 1946 and a plea for education (boarding schools) and good roads on the Reservation.

U. S. Congress. House. Committee on Indian Affairs. School Attendance. H. Rp. 2494 to accompany H. R. 2893, 79th Cong., 2d Sess., Vol. 8, # 11026. July 11, 1946.

H. R. 2893 would amend Act of February 15, 1929, relative to compulsory school attendance by Indian children. // The Indian tribes themselves requested the help of the State or Federal Government to enforce regular school attendance. See also S. Rp. 1923 (79-2) Vol. 4 # 11017 for Senate report on this legislation. The same letter from the Secretary of the Interior concerning this matter is with both reports. H. R. 2893 was enacted as P. L. 703, 79th Cong.

U. S. Congress. Senate. Committee on Indian Affairs. Authorizing an Appropriation for the Construction, Extension, and Improvement of a High School Building, Duchesne and Uintah Counties, near Roosevelt, Washington. S. Rp. 174, 80th Cong., 1st Sess., Vol. 2, # 11115. April 21, 1947.

"This proposed legislation is in accord with the present Indian education policy of cooperation whenever feasible with State and local public school authorities in the schooling of Indian children." "Indian home life should be encouraged, and every effort should be made to utilize the home as an important factor in the education of Indian children."

* U. S. Department of the Interior. Bureau of Indian Affairs. Education Division. Minimum Essential Goals for Indian Schools. Lawrence, Kansas: Haskell Institute Printing Dept., 1947.

I 20.12: G 53/947

Goals for beginning year, non-Englisn speaking children.

* U. S. Department of the Interior. Bureau of Indian Affairs. Education Division. Minimum Essential Goals for Indian Schools. Approved by Willard W. Beatty. Revised Edition. Lawrence, Kansas: Haskell Institute Printing Dept., 1947. I 20.2: Sch 6/3/947

Beginning year, levels 1 and 2. // For new editions and other levels see I 20.2: Sch 6/(no.)/(yr.)

* U. S. Department of the Interior. Bureau of Indian Affairs. Education Division. Basic Goals for Elementary Children, Vol. 2. Lawrence, Kansas: Haskell Institute Printing Dept., 1964. I 20.2: E/2/v. 2

First draft of revised and upgraded edition of 1953 Minimum Essential Goals for Indian Schools.

U. S. Congress. Senate. Committee on Indian Affairs. Cooperation with the School Board of Moclips-Alona School District, Gray Harbor County, Washington. H. Rp. 203 to accompany S. 1318, 80th Cong., 1st Sess., Vol. 2, # 11115. April 21, 1947.

S. 1318 would provide funds for cooperation with the school board of Moclips-Alona School District for construction and equipment of a new school building in Moclips, Washington, to be available to both Indian and non-Indian children. // The letter from Oscar L. Chapman, Under-Secretary of the Interior, is interesting. Note the use of "Indian and non-Indian" instead of "Indian and white." The Committee recommends passage of the legislation. See H. Rp. 375 (80-1) Vol. 2 # 11119 for House report on this legislation. H. R. 2545 (same legislation) was enacted as P. L. 138, 80th Cong.

U. S. Department of the Interior. Bureau of Indian Affairs. How Well Are Indian Children Educated? By Shailer Peterson. Lawrence, Kansas: Haskell Institute Printing Dept., 1947.

I 20.2: C 43/2/summ.

Summary of the results of a three year program testing achievement of Indian children in Federal, public, and mission schools. // This document shows that the Bureau of Indian Affairs (the document says United States Indian Service) in 1947 emphasized using an Indian child's native culture in his school education. There is a quote from the Civil Service examination for a BIA teacher: "The primary objectives of Indian schools are: To give students an understanding and appreciation of their own tribal lore, art, music, and community organization; ..." Dr. Peterson's conclusions in 1947 were that the schools were doing better than they had in the past but that there was room for improvement.

* U. S. Department of the Interior. Bureau of Indian Affairs. In Step With the States: A Comparison of State and Indian Service Educational Objectives and Methods. By Homer H. Howard. Lawrence, Kansas: Haskell Institute Printing Dept., 1949.

"The purpose of this 1949 book is to summarize the beliefs of the education division of the United States Indian Service and to present summarized statements of the educational objectives and teaching practices of Alaska and the 15 states where the Indian Service operates schools." ERIC

U. S. Congress. House. Committee on Interior and Insular Affairs. Authorizing the Secretary of the Interior, or his Authorized Representative, to Convey Certain School Properties to Local School Districts or Public Agencies. H. Rp. 226 to accompany H. R. 1242, 83rd Cong., 1st Sess., Vol. 1, # 11664. March 31, 1953.

H. R. 1242 would permit the transfer, without reimbursement, of title to land (not over 20 acres), buildings, structures, and personal property no longer needed by the BIA for the education of Indians, to local authorities for use for school or other purposes. No appropriation of Federal funds is involved. The conveyance would reserve mineral rights, restrict the use of the property to school or other public purposes, and require that the property be equally available to Indians and non-Indians. If the land is held in trust for an Indian or Indian tribe, consent of the beneficiary must be obtained. // See also S. Rp. 232 (83-1) Vol. 1 # 11659 for Senate report on this legislation. // H. R. 1242 was enacted as P. L. 47, 83rd Cong.

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Authorizing the Secretary of the Interior to Convey Certain School Properties to Local School Districts or Public Agencies. S. Rp. 137 to accompany S. 1299, 87th Cong., 1st Sess., Vol. 2, # 12322. March 29, 1961.

Bill recommended for passage. // See also H. Rp. 1368 (87-2) Vol. 1 # 12428 for House report on this legislation. // This legislation, enacted as P. L. 417, 87th Cong., removed the 20-acre limitation in P. L. 47, 83rd Cong., and substituted a 50-acre limitation.

* U. S. Department of the Interior. Bureau of Indian Affairs. Branch of Education. Orienting New Employees in Branch of Education. Revised edition, 1953. Reprinted 1959. Chilocco, Oklahoma: Chilocco School Press, 1959.

Originally available from Publications Services, Haskell Institute, Lawrence, Kansas.

* U. S. Department of the Interior. Bureau of Indian Affairs. The Educational Achievement of Indian Children; A Re-examination of the Question: How Well Are Indian Children Educated? Lawrence, Kansas: Haskell Institute Printing Dept., 1953.

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Modifying Act of August 12, 1935 (49 Stat 571-584), May 15, 1936 (49 Stat 1274), July 1, 1946 (60 Stat 357), August 8, 1946 (60 Stat 923), June 30, 1947 (61 Stat 211) with Respect to Recoupment of Certain Public School Construction Costs, and to Amend Act of August 17, 1950 (64 Stat 459) Relating to Expenditures of Funds for Cooperating with Public School Board of Walter, Minnesota. S. Rp. 842 to accompany H. R. 3123, 84th Cong., 1st Sess., Vol. 2, # 11816. July 13, 1955.

Because Federal policy changed with regard to helping public agencies in areas where Federal activities put a burden on those agencies, this law was proposed to put the policy regarding Indian schools in line with other Federal policy. The Committee recommended passage. // H. R. 3123 was enacted as P. L. 203, 84th Cong., Chapter 445, 1st. Sess.

U. S. Congress. House. Committee on Interior and Insular Affairs. Repealing Provision of 2nd Deficiency Appropriation Act, Fiscal Year 1935, Which Requires Recoupment of Certain Federal Funds Spent For School Construction. H. Rp. 418 to accompany H. R. 3123, 84th Cong., 1st Sess., Vol. 2, # 11822. April 13, 1955.

The Committee amended H. R. 3123 to make it repeal all known and presently operative recoupment provisions applying to school districts which contain Indian lands, and amended the title accordingly. // See S. Rp. 842 (84-1) Vol. 2 # 11816 for original wording of title of H. R. 3123. P. L. 203, 84th Con., follows the original wording of H. R. 3123.

* U. S. Department of the Interior. Bureau of Indian Affairs. Branch of Education. Dormitory Life, Is It Living? By Central Office Staff, Branch of Education. Lawrence, Kansas: Haskell Press, 1958.

In-service training pamphlet.

* U. S. Department of the Interior. Bureau of Indian Affairs. Indian Child Goes to School: Study of Interracial Differences. By L. Madison Coombs, et al. Lawrence, Kansas: Haskell Press, 1958.
I 20.2: In 2/22

* U. S. Department of the Interior. Bureau of Indian Affairs. Branch of Education. Day In A Day School. By Julius Harkey. Lawrence, Kansas: Haskell Press, June, 1959. I 20.2: Sch 6/8

(Processed. For official use.)

* U. S. Department of Health, Education, and Welfare. Department of the Interior. Bureau of Indian Affairs. Emotional Problems of Indian Students in Boarding Schools and Related Public Schools. Washington: Government Printing Office, 1960.

"This document contains workshop proceedings on emotional and mental health problems of American Indians attending boarding schools and related public schools." ERIC

U. S. Department of the Interior. Bureau of Indian Affairs. Learn to Earn at Haskell. Lawrence, Kansas: Haskell Press, 1961. I 20.2: H 27/961

Bulletin of Information for Haskell Institute, Lawrence, Kansas. This is the school catalogue. The emphasis is still on vocational education and on assimilation, at least to some degree.

* U. S. Department of the Interior. Bureau of Indian Affairs. Branch of Education. Rabbit Goes Duck Hunting. Cherokee Indian legend, retold by Anna Blanche Hamilton; illustrations by elementary students, Cherokee Indian School, Cherokee, N. C., 1954. Lawrence, Kansas: Haskell Press, 1962. I 20.2: R 11

* U. S. Civil Service Administration. Employment Opportunities for Elementary Teachers (in Bureau of Indian Affairs.) Washington: Government Printing Office, 1966. CS 1.26/4: 966/VA-6-08

GS-5, $5,331 to GS-9, $7,969 a year, applications continuously accepted by Interagency Board of Civil Service Examiners for New Mexico. December 15, 1966.

U. S. Department of the Interior. Bureau of Indian Affairs. You Can Make Your Own Luck: A Special Message for Indian Teen-agers. Washington: Government Printing Office, 1966. I 20.2: L 96

A pamphlet telling Indian high school students they can be whatever they would like to be, and giving them information on colleges, vocational schools, scholarships, and the Adult Vocational Training Program of the BIA.

* U. S. Office of Economic Opportunity. Community School at Rough Rock. By Donald A. Erickson and Henrietta Schwartz. Washington: Government Printing Office, 1969.

"The objective of the evaluation of the Rough Rock Demonstration School (RRDS) on the Navajo Reservation was to examine, in terms of its own stated objectives, the school's organizational and social system as a whole. Among the findings, it is pointed out that RRDS was believed to be a successful experiment in introducing the new concept of involving Indian adults to exercise authority in controlling their own school. However, it is noted 'that the primary focus of administrators (at RRDS) seemed to be on public relations... that the secondary emphasis was on an employment program for local people, and that other affairs of the school were neglected.'" ERIC

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Indian Education: A National Tragedy -- A National Challenge. S. Rp. 501, 91st Cong., 1st Sess., Vol. 3-1, # 12836-1. November 3, 1969.

This should be required reading for those interested in Indian education. General condemnation of the Government educational system and also the education of Indians in the public schools up to the time of this report. The complete text is also found in Y3.In2/10: 1/974/pt.2, First Annual Report to the Congress of the United States from the National Advisory Council on Indian Education.

U. S. Department of the Interior. Bureau of Indian Affairs. Indian and Eskimo Children. Washington: Government Printing Office, 1969.
I 20.2: C 43/5/969

A book for non-Indian children in primary grades to acquaint them with Indian and Eskimo children. I think it is trying to show acceptance of Indians as Indians.

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Providing for Appropriation of Funds to Assist School Districts Adjoining or in Proximity of Indian Reservations, to construct Elementary and Secondary Schools and to Provide Proper Housing and Educational Opportunities for Indian Children Attending these Public Schools. S. Rp. 874 to accompany S. J. R. 144, 91st Cong., 2d Sess., Vol. 1-2, # 12881-2. May 15, 1970.

Recommended for passage with amendment. This report shows a complete change of attitude on the part of the Senate regarding the education of Indian children from previous attempts to remove Indian culture from Indian children: "In the long run, this approach will allow Indian children to receive a good education and at the same time remain exposed to their own time-honored traditions and social patterns."

* U. S. General Accounting Office. Report to Congress: Administration of Program for Aid to Public School Education of Indian Children Being Improved. By Comptroller General of the United States. Washington: Government Printing Office, May 28, 1970. (B-161468)
GA 1.13: In 2/13

* U. S. Department of the Interior. Bureau of Indian Affairs. Office of Education. Higher Education Opportunities for American Indians, 1971-1972. Washington: Government Printing Office, 1971.

"A consortium of Haskell Indian Junior College (Lawrence, Kansas); Institute of American Indian Arts (Santa Fe, New Mexico); Southwestern Indian Polytechnic Institute (Albuquerque, New Mexico); Chilocco Indian School (Chilocco, Oklahoma). Designed to assist American Indian youth in the school selection process, this directory of American Indian secondary and post secondary educational opportunities details programs and philosophies for five institutions." ERIC

U. S. Department of Health, Education, and Welfare. Public Health Service. Health Services and Mental Health Administration. A Career as an Indian Practical Nurse. Washington: Government Printing Office, 1971.
HE 20.2002: In 2

The nursing school is the Indian School of Practical Nursing, Albuquerque, New Mexico. This pamphlet offers a career as a practical nurse to any person of 1/4 Indian blood or more who is a high school graduate or who can pass the high school equivalency test. In answer to the question "Why be a practical nurse?" it answers "To qualify you to render service to your people at home, in the community, and in PHS

hospitals." Issued in 1957 and 1965 as Your Career as a Trained Practical Nurse by the Indian School of Practical Nursing, SUDOC no. FS 2.2: N 93/37. In 1971 the fact that you would be an Indian practical nurse is emphasized.

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Indian Education Act of 1971. Hearing, 92nd Cong., 1st Sess., on S. 2482, a bill to authorize financial support for improvements in Indian education, and for other purposes. September 20, 1971. Washington: Government Printing Office, 1971.
Y 4.In 8/13: In 2/15

This is a hearing on the Indian Education Act of 1971 at which Indian representatives testified. Senator Jackson said at the hearing: "It is proper that those most concerned with the future of the American Indians, the Indian people themselves, through their representatives, should be given the opportunity to advise us on the kind and scope of legislation which can best meet the need (of Indian education). It is for this reason that the hearing today is limited to spokesmen for the Indian people." // See also S. Rp. 384 (92-1) Vol. 1-4 # 12929-4. // S. 2482 was enacted as P. L. 92-318, the Indian Education Act of 1972. Actually it is also Title IV, an amendment of the Elementary and Secondary Education Act of 1965.

U. S. Congress. House. Committee on Education and Labor. General Subcommittee on Education. Indian Education Act of 1971. Hearing, 92nd Cong., 2d Sess., on H. R. 8937 and S. 2482, bills to amend the Elementary and Secondary Education Act of 1965, to provide for administration of programs of Indian education by a national board of Indian education in the U. S. Office of Education and for other purposes. January 3, 4, 6, 8, 10, March 11, 1972. Washington: Government Printing Office. Y 4.Ed 8/1: In 2/5

The Act proposes to correct shameful inequalities of education of Indians, which in 1971 had created a situation in which the drop-out rate for Indian children was 22%, and 1/4 of Indian adults were functionally illiterate. The Act encourages bi-lingual, bi-cultural education. It places great emphasis on Indian participation in Indian education; Indians must be on Boards of Control and on school boards, for instance. A new Board would be established which would administer the new programs. It would be the National Board of Indian Education, within the Office of Education. It would consist of fifteen members, of whom at least ten must be Indian.

U. S. Congress. Senate. Committee on Labor and Public Welfare. Education Amendments of 1972. S. Rp. 604 to accompany message of House of Representatives on S. 659, 92nd Cong., 2d Sess., Vol. 1-1, # 12971-1. February 7, 1972.

This would amend the Higher Education Act of 1965, the Vocational Education Act of 1963, the General Education Provisions Act,

the Elementary and Secondary Education Act of 1965, P. L. 874, 81st Cong., and related Acts, and for other purposes. // The Committee recommends passage as amended by the House of Representatives. Title IV - Indian Education - amends P. L. 874, 81st Cong., and the Elementary and Secondary Education Act of 1965 with respect to Indian children. The Title also amends the Adult Education Act to authorize special projects for Indians. Part D of Title IV establishes, within the Office of Education, a Bureau of Indian Education to administer the newly established programs. This legislation also shows a complete change of attitude on the part of Congress. It should be required reading for those interested in Indian education.

U. S. General Accounting Office. Report to Congress: Opportunity to Improve Indian Education in Schools Operated by Bureau of Indian Affairs, Department of the Interior. By Comptroller General of the United States. Washington: Government Printing Office, April 27, 1972. GA 1.13: In 2/15

The complete text is found in Y 3,In2/10: 1/974/pt. 2, the First Annual Report to the Congress of the United States from the National Advisory Council on Indian Education, p. 455-498. // The report is critical of the BIA: "Improving the educational achievement level of Indian students appears to be one of the most important keys to overcoming the problems the Indians face. Information available at the schools we visited revealed relatively little evidence of progress."

* U. S. Department of the Interior. Bureau of Indian Affairs. Navajo Community School Boards Speak Out: A Summary of Navajo Thought About Education. By Irving W. Stout and Wayne T. Pratt. Window Rock, Arizona: Bureau of Indian Affairs, June, 1972.

"Navajo School Board Training Project. School Board training is conducted eight times during the school year at five reservation locations for approximately 300 adult Navajos. A list of statements made during small group discussions on the major topic items covered at these meetings is presented in this report." ERIC

* U. S. Department of the Interior. Bureau of Indian Affairs. Office of Education Programs. Indian Education in the Bureau of Indian Affairs. Washington: Bureau of Indian Affairs, November 3, 1972.

"Speech delivered at the National Indian Education Conference, Seattle, Washington, November 3, 1972. The role of the BIA in American Indian education is discussed in this speech." ERIC

* U. S. Department of Health, Education, and Welfare. Education Division. Office of Education. The Indian Education Act of 1972: Answers to Your Questions. Washington: Government Printing Office, 1976. HE 19.102: In 2/2

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Comprehensive Indian Education Act. Hearings, 92nd Cong., 2d Sess., on S. 2724, a bill to establish a National Indian Education Program by creating a National Board of Regents for Indian Education, carrying out of a national Indian Education Program, the establishment of local Indian school boards, and for other purposes. March 1, 6, and 7, 1972. Washington: Government Printing Office, 1972. Y 4.In 8/13: In 2/20

Note Yakima Indian report, Appendix B, p. 366 -- particularly sections B and C of its introduction, p. 372-376. See also statement of Navajo Education Division, p. 409. See also letter from Peter MacDonald of the Navajo Nation on p. 408.

* U. S. Department of Health, Education, and Welfare. National Institute of Education. Indian Parent Involvement in Education: A Basic Source Book. University Park, New Mexico: New Mexico State University, June, 1973.

The source book is designed for parents of American Indian children. The primary objectives are to provide: basic information on the operation of Federal and public schools; practical suggestions on how parents can become involved; and guidelines for the parents to better prepare their children for educational success.

U. S. Department of the Interior. Bureau of Indian Affairs. Indian Education: Steps to Progress in the 70's. Washington: Government Printing Office, 1973. I 20.2: Ed 8/9

This is an overall view of BIA educational philosophy in the early 70's and illustrates the complete swing to the concept of helping the Indian child preserve his Indian heritage while at the same time learning to cope with the non-Indian world away from his reservation. The section on historical background gives a short history of the United States Government's attempts to educate Indian children since 1870.

U. S. National Advisory Council on Indian Education. First Annual Report to the Congress of the United States. Washington: Government Printing Office, 1974. Y 3.In 2/10: 1/974

"We only want the right to live
as other men live"

Chief Joseph

This should be considered required reading for those interested in Indian education. It points up the way the education of the Indians has been botched for a hundred years -- ever since the Federal Government officially took charge of it in the 1870's. // The NACIE was organized under the auspices of the Indian Education Act of 1972. // This report is in two parts. The SUDOC no. of the second part is Y 3.In 2/10: 1/974/pt. 2

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Sub-Committee on Indian Affairs. Indian Self-Determination and Education Program. Hearings, 93rd Cong., 1st Sess., on S. 1017 and related bills. June 1, 4, 1973. Washington: Government Printing Office, 1973. Y 4.In 8/13: In 2/26

Hearings on Indian Self-Determination and Education Reform Act of 1973. The opening statement by Senator Abourezk is very important: "There is, at present, a growing concern in the Indian community and in the Federal Government regarding the need for administrative reform in the delivery of Johnson-O'Malley services to the Indian students enrolled in public schools. It is clear through the legislative history of the JOM that the 1934 act was never intended to strengthen the local Indian community but to provide a mechanism for assimilation of the Indian people into the mainstream of society. The vagueness and the ambiguity of the JOM resulting in varied and inconsistent administrative procedures, the absence of a clear, concise policy defining the compliance and programmatic responsibility of the contracting agency and the complete lack of meaningful local Indian input, all evidence the glaring need for a fair formula which can provide for the equitable distribution of JOM funds and assure that the educational needs of Indian children are met."

* U. S. National Advisory Council on Vocational Education. Indian Education: Special Report. Washington: Government Printing Office, 1974. Y 3.V 85: 2 In 2

* U S. Department of the Interior. Bureau of Indian Affairs. CHOICE -- Indian Communities Have Options in Control of Education. Washington: Government Printing Office, 1974.

CHOICE is a program which has been developed to help Indian communities make choices in their educational development.

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Indian Self-Determination and Education Assistance Act. S. Rp. 762 together with additional views of Committee on Interior and Insular Affairs to accompany S. 1017, 93rd Cong., 2d Sess., Vol. 1-2, # 13057-2. March 28, 1974.

This bill is designed to promote maximum Indian participation in the government and education of Indian people; to provide for the full participation of Indian tribes in programs and services conducted by the Federal Government for Indians and to encourage the development of the human resources of the Indian people; to establish a program of assistance to upgrade Indian education; to support the right of Indian citizens to control their own educational activities; to train professionals in Indian education; to establish an Indian youth intern program; and for other purposes. // This should be required reading for anyone interested in Indian education. It shows a complete change of attitude on the part of Congress.

* U. S. Department of the Interior. Bureau of Indian Affairs. Compensatory Education on the Navajo Reservation. Albuquerque, New Mexico: Bureau of Indian Affairs, January, 1975.

"Since 73% of the Navajo children entering school do not speak English well enough to complete a regular course of study, the academic curricula of the BIA reservation schools is concerned primarily with acquisition of Englisn as a second language." ERIC

* U. S. Department of the Interior. Bureau of Indian Affairs. The Year Behind Us, 1975 -- The Year Ahead, 1976. Albuquerque, New Mexico: Bureau of Indian Education, June 1975.

* U. S. Congress. Senate. Committee on the Judiciary. Subcommittee on Administrative Prectice and Procedure. Indian Education Accountability. Hearings, 93rd Cong., 1st and 2d Sess., December 13, 1973, and August 22, 1974. Washington: Government Printing Office, 1975.

U. S. Department of Health, Education, and Welfare. Office of Education. Office of Indian Education. The Indian Education Act of 1972: Report of Progress for the Second Year of the Program. Washington: Government Printing Office, 1975. HE 19.102: In 2

"To date there is strong evidence to suggest project effectiveness." from Conclusions. // A very important document for those interested in Indian education.

U. S. Congress. House. Committee on Education and Labor. Compilation of Federal Laws Authorizing Educational Assistance Explicitely for American Indians and Other Native Americans. (Legislation as Amended Through December 31, 1975) Washington: Government Printing Office, 1976. Y 4.Ed 8/1: In 2/7

This is a very significant volume. The Committee on Education and Labor, when it took over legislative responsibility for Indian education at the beginning of the 94th Congress, felt such a compilation was needed so that it would know what it was dealing with. It requested the Congressional Research Service to compile such a list, and expects to keep it current in the future.

U. S. Department of the Interior. Bureau of Indian Affairs. Office of Education Programs. Book List for Young Readers. Washington: Government Printing Office, 1975. I 20.48: Y 8

A book list intended to be used in Indian Schools on the primary through junior hign levels. The introduction to the bibliography from which this list has been excerpted expresses the hope that the books listed "...can be used to help American Indian children gain pride in their Indian heritage and in themselves..." It further states "Each...has either been written by an Indian or has been reviewed from an Indian viewpoint..."

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Subcommittee on Indian Affairs. Implementation of Public Law 93-638, the Indian Self-Determination and Education Assistance Act. Hearings, 94th Cong., 1st Sess., on rules and regulations promulgated to implement Public Law 93-638, the Indian Self-Determination and Education Assistance Act. October 20 and 28, 1975. Washington: Government Printing Office, 1976. Y 4.In 8/13: In 2/44

One of the most important features of this act is that Indian tribes can take the initiative in entering into self-determination contracts with the Secretary of the Interior. The Secretary must enter into the contracts at the request of the tribes unless he can show good cause why he should not. The burden of proof is on the Secretary. The Subcommittee wants to make sure, among other things, that the agencies' rules and regulations do not interfere with this provision.

U. S. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education. Oversight Hearings on Laws Affecting Indian Education. Hearings, 94th Cong., 1st Sess., July 28 and 29, August 5, 1975. Washington: Government Printing Office, 1976. Y 4.Ed 8/1: In 2/6

A hearing to enable the Committee on Education and Labor to become familiar with the Federal laws affecting Indian education which are administered by the Bureau of Indian Affairs. The Committee on Education and Labor assumed legislative responsibility for all laws affecting Indian education beginning with the 94th Congress. Prior to that time it had concerned itself only with those laws administered by the U. S. Office of Education. Contains a significant statement by Morris Thompson, Commissioner of Indian Affairs, on Indian education.

U. S. National Advisory Council on Indian Education. Through Education: Self-Determination. A Bicentennial Goal for American Indians. Second Annual Report to Congress. Washington: Government Printing Office, March, 1975. Y 3.In 2/10: 1/975

This should be required reading for those interested in Indian Education. The Council takes note of, and reports to Congress, attempts by the BIA and the HEW Office of Education to stifle and delay work of the Council. The Council makes several requests and recommendations.

U. S. Department of Health, Education, and Welfare. Office of Education. Office of Indian Education. The Indian Education Act of 1972: Report of Progress for the Third Year of the Program. Washington: Government Printing Office, March, 1976. HE 19.102: In 2/976

Analyses of conditions and recommendations for the future. Very important document for those interested in the education of American Indians.

U. S. Department of Health, Education, and Welfare. Public Health Service. Health Services Administration. Indian Health Service. Health Careers Through Independent Study for American Indians and Alaska Natives: Upward Mobility Through Non-Traditional Education. Washington: Government Printing Office, 1975. HE 20.5302: H 34/3

A discussion of independent study and a catalog of institutions offering independent study programs. The Foreward says, in part, "Independent study is recognized by many as a practical approach to learning. It is especially meaningful for individuals in isolated or remote areas...In order to improve the delivery of health services and provide health care for American Indians and Alaska Natives, it is necessary for personnel to have the appropriate skills and tools."

* U. S. Department of the Interior. Bureau of Indian Affairs. Impact: The Effects of a Rich Information Resource on Alaskan Eskimo Students and their Teachers. An Evaluation of the Bethel Regional Library/Media Center. By Paul R. Streiff and Virginia Streiff. Bethel, Alaska: Bethel Agency Office, March, 1976.

* U. S. Congress. House. Committee on Interior and Insular Affairs. Subcommittee on Indian Affairs. To Provide for an Additional Assistant Secretary of the Interior Responsible for Indian Affairs. Hearing, 94th Cong., 2d Sess., on H. R. 4344, H. R. 8536, and H. R. 11258. March 4, 1976. Washington: Government Printing Office, 1976.

U. S. Congress. Senate. Committee on Interior and Insular Affairs. Subcommittee on Indian Affairs. Indian Postsecondary Educational Assistance Act. Hearing, 94th Cong., 2d Sess., on S. 2634, a Bill to Provide for Grants to Certain Indian Postsecondary Educational Institutions, and for Other Purposes. March 15, 1976. Washington: Government Printing Office, 1976. Y 4.In 8/13: In 2/46

This Act proposes to aid eleven community colleges set up on Indian reservations and to give technical assistance to the American Indian Higher Education Consortium.

* U. S. Department of the Interior. Bureau of Indian Affairs. Brief History of Cherokee Schools 1804-1976. By T. J. DuPree. Albuquerque, New Mexico: Bureau of Indian Affairs, 1976.

Journal Citation: BIA Education Research Bulletin; v4 n2 p3-11 May 1976.

* U. S. Department of the Interior. Bureau of Indian Affairs. Special Education Efforts for American Indian and Alaskan Native Children by the Bureau of Indian Affairs. By Robert Hall. Research and Evaluation Report Series No. 47. Albuquerque, New Mexico: Bureau of Indian Affairs, June, 1976.

U. S. General Accounting Office. Report to Congress: Services to Indian Head Start Grantees Under A Special Program of the Department of Health, Education, and Welfare, Office of Child Development. By the Comptroller of the United States. Washington: Government Printing Office, November 4, 1976. GA 1.13: HRD 76-141

The Indian and Migrant Programs Division, Office of Child Development, HEW, awarded a grant to an Indian-owned corporation to develop and help put into nationwide operation its specialized program of training and technical assistance (provided to Indian Head Start grantees). The report discusses the need to 1) evaluate those services, 2) determine the most effective method of providing the services, and 3) improve grant administrative practices of the Division.

U. S. Department of Health, Education, and Welfare. Office of Education. The Indian Education Act: Reformation in Progress. Washington: Government Printing Office, 1976. HE 19.102: In 2/3

A pamphlet describing the effects of the first two years of the Indian Education Act of 1972 and discussing the integration of the Indian culture into curricula for Indians and the involvement of Indian parents in their childrens' education. A very informative and revealing document. It well illustrates the change in attitude toward the education of the American Indian -- in fact it discusses that change in attitude.

U. S. American Indian Policy Review Commission. Task Force Five: Indian Education. Report on Indian Education: Final Report to the American Indian Policy Review Commission. Washington: Government Printing Office, 1976. Y 4.In 2/10: Ed 8

The American Indian Policy Review Commission was created by P. L. 93-580. It was divided into several task forces to investigate various phases of Indian life, and the fifth task force concerned education. This is the final report of Task Force Five, and it shows the change of attitude on the part of Congress toward Indian Education. It should be required reading for those concerned with Indian Education. Particularly notice the Preface.

U. S. General Services Administration. Code of Federal Regulations: Title 25, Indians. Revised of July 1, 1976. Washington: Government Printing Office, 1976. GS 4.108: 25/976

Parts 21 and 22 and subchapter E, consisting of parts 31, 32, 34, and 35, should be read by those interested in Indian education.

* U. S. Congress. House. Committee on Education and Labor. Indian Education. H. Rp. 1387 to accompany H. R. 14824, 94th Cong., 2d Sess., # 13134-10.

* U. S. Department of Health, Education, and Welfare. Education Division. Office of Education. The Recovery of A Heritage. Washington: Government Printing Office, 1976. HE 19.115/a: H 425
Reprinted from American Education, August/September 1976.

U. S. National Advisory Council on Indian Education. Indian Education: The Right to be Indian. Third Annual Report to the Congress of the United States. Washington: Government Printing Office, 1976. Y 3.In 2/10: 1/976

This should be required reading for those interested in Indian education. This is an analysis of the workings and of the progress of Title IV, the Indian Education Act of 1972.

U. S. General Accounting Office. Report to Congress: Concerted Effort Needed to Improve Indian Education as Provided by the Bureau of Indian Affairs, Department of the Interior. By the Comptroller General of the United States. Washington: Government Printing Office, 1977. GA 1.13: CED 77-24

This report points out the Bureau did not implement suggestions made by the Comptroller General in his April 27, 1972, report "Opportunity to Improve Indian Education in Schools Operated by the BIA." It discusses the need for the Bureau to establish a comprehensive Indian education program that will provide education services to Indians enabling them to compete in the careers of their choice. It also discusses the need for the Congressional Committees to more intensively monitor the Bureau to make sure that educational needs of Indian students are met and, if adequate progress is not made, explore other alternatives such as transferring responsibilities for administering Indian education programs to another government agency.

* U. S. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education. Indian Education. Hearings, 95th Cong., 1st Sess., February 12, 1977. Washington: Government Printing Office, 1977. Y 4.Ed 8/1: In 2/9

* U. S. National Advisory Council on Indian Education. Task Force on Native American Vocational Education. Public Hearings on Native American Vocational Education. November, 1976-January, 1977. Washington: Government Printing Office, 1977. Y 3.V 85: 2 N 21/3

U. S. Congress. Senate. Select Committee on Indian Affairs. Indian Self-Determination and Education Assistance Act Implementation. Hearings, 95th Cong., 1st Sess., June 7 and 24, 1977. Washington: Government Printing Office, 1977. Y 4.In 2/11: Se 4

The hearing is to inquire into the progress being made by the Bureau of Indian Affairs and the Indian Health Service in implementing Public Law 93-638. The Act was passed in response to the desire of Indian peoples for maximum participation of Indian tribes

in programs and services conducted by the Federal Government for Indians -- so said James Abourezk, Committee Chairman, Senator from South Dakota. There have been tribal expressions of dissatisfaction with the implementation of the Act by the BIA and the HEW Indian Health Service. Also Administration officials have pointed out that the Act has administrative flaws. The present hearing is held to look into these matters. This document shows concern on the part of Congress.

U. S. Congress. Senate. Select Committee on Indian Affairs. Grants to Indian-Controlled Postsecondary Educational Institutions and the Navajo Community College Act. Hearing, 95th Cong., 1st Sess., on S. 468 and S. 1215, July 28, 1977. Washington: Government Printing Office, 1977. Y 4.In 2/11: G 76

S. 468 would amend the Navajo Community College Act. // S 1215 would provide for grants to Indian-controlled Postsecondary Educational Institutions, and for other purposes. // The Navajo Community College Amendment would amend the Navajo Community College Act of 1971 to insure adequate funding for operation and expansion to meet the increasing demand for student services and facilities on the Navajo Reservation. // S. 1215 would provide adequate funding for other Indian community colleges. It actually would be an amendment to the Indian Self-Determination and Education Assistance Act of January 4, 1975 (88 Stat 2203). It would be titled Title III -- the Indian-Controlled Postsecondary Educational Institution Assistance Act. // This legislation shows an attitude of concern for Indian-controlled education of Indians.

U. S. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education. Indian Education -- Oversight. Part II: School Construction -- Johnson-O'Malley. Hearings, 95th Cong., 1st Sess., September 21; and October 6, 1977. Washington: Government Printing Office, 1978.

Y 4.Ed 8/1: In 2/10/pt. 2

Very interesting and informative in its revelations of the workings of bureaucracy. It does show a concern on the part of Congress for proper school buildings for American Indians and Alaska Natives and Eskimos. But the whole business of prioritizing and 85% of funding or 115% of funding and emergencies that are scheduled for three years hence shows either an absolutely uncaring attitude on the part of the BIA and the appropriations committees of Congress or a situation so bad it may never be corrected.